DOCUMENT RESUME

ED 346 358 CG 022 673

AUTHOR Dye, Allen
TITLE ACES Attitudes: Supervision Competencies and a National Certification Program.
SPONS AGENCY American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE 87
NOTE 20p.; Paper presented at the Annual Convention of the Association for Counselor Education and Supervision (New Orleans, LA, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Certification; Counselor Evaluation; *Counselor Training; *Supervision; *Supervisors

ABSTRACT

A survey was conducted to identify requisite supervisor knowledge and skills and to determine what procedures should be used in establishing a national "approved supervisor" certification program. Subjects surveyed were members of the Association for Counselor Education and Supervision (ACES); all members were invited to participate and some 724 responded, a return rate of approximately 25 percent. Based on results of confidence tests using a 10 percent random sample, respondents provided a clear picture of requisite knowledge and skills. Some 26 items emerged from 6 knowledge and skill clusters of similar items. The clusters included personal traits and qualities; facilitating skills; conceptual skills and knowledge; technical and direct intervention skills; program management and supervision skills; and knowledge of program management and supervision. The results failed to indicate a preference between a seminar course and a laboratory course as the proper setting for acquiring knowledge and competency. There was strong agreement that the requisite knowledge and skills should be clearly in evidence before an individual is allowed to supervise others, that those in training should regularly be evaluated using these factors as criteria, that they should regularly receive feedback about their performance in these areas, and that those with serious deficiencies should be required to obtain additional training or remedial work. The report includes a copy of the presentation delivered at the 1987 ACES convention containing a detailed breakdown of the survey results and findings as well as a summary of the study's limitations, conclusions, and recommendations. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346358

"ACES Attitudes: Supervision Competencies and a National Certification Program."

by Allen Dye

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sandi Wurtz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 022673

BEST COPY AVAILABLE

This report will appear in the Spring issue of the ACES Spectrum and has been submitted to the ERIC/CAPS Clearinghouse.

ACES' ATTITUDES: SUPERVISOR COMPETENCIES AND A NATIONAL CERTIFICATION PROGRAM

by Allan Dye
Purdue University

Approximately one week prior to the 1987 AACD Convention in Los Angeles it was announced that ACES, through the Supervision Interest Network, had received an AACD Foundation Professional Enhancement Grant in the amount of $1000. These funds were to be used in identifying requisite supervisor knowledge and skills and determining what procedures should be used in establishing a national 'approved supervisor' certification program. Preliminary results of a survey in which all ACES members were invited to participate were presented one year later during the 1987 AACD Convention in New Orleans.

Some 724 responses were received, a return rate of approximately 25 per cent. From a researcher's perspective this figure is disappointingly low. On the other hand, AACD elections often are determined by a 10-15 per cent vote; moreover, the survey instrument was lengthy and time-consuming. Viewed from this position, it is encouraging that such a large number of individuals felt sufficiently invested to participate. To the extent that the data are representative, the typical ACES member can be described as follows: more likely to be male (60%) than female (38%), has completed a doctorate (71%), is approximately 42 years of age, and is employed by a college or university (69%). Respondents had previously or are currently engaged in the following supervision activities: practicum supervision (69%), supervising in a school (41%), supervising in a mental health agency (30%), training others to become supervisors (31%), teaching a class or seminar in supervision (23%), teaching a laboratory course in supervision methods (16%). Respondents had themselves completed a course or seminar in supervision (58%),

a supervision practicum (51%) and a pre-practicum laboratory in supervision methods (42%). In reporting current time allocations, ACES members are engaged in supervision and training (73%), administration or management (63%), performing counseling or therapy (59%), didactic/classroom teaching (54%), consulting (38%) and research (36%).

The survey instrument consisted of three types of items. One category asked respondents to rate the relative importance of each of some 92 specific knowledge and skill factors. A second group of items asked how these clusters of knowledge and skill characteristics should be acquired and whether they should be included in a certification program. A third section solicited recommendations regarding certification requirements, documents and procedures. Based on the results of confidence tests using a 10 per cent random sample, respondents provided a clear picture of requisite knowledge and skills. Some 26 items emerged from six knowledge and skill scales (clusters of similar items). The scales were favored in the following order when a rating of 5=essential and a rating of 1=minimal importance:

Scale	Illustrative item
Personal traits and qualities	is committed to updating his/her own counseling skills.
	maintains open communication between supervisees and the supervisor.
	is sensitive to individual differences.
Facilitating skills	demonstrates and enforces ethical/professional standards.
	models appropriate behaviors expected of supervisees.

Conceptual skills and knowledge	demonstates knowledge of counselor ethical practices.
	demonstrates knowledge of appropriate supervisory interventions, including a) role-playing; b) role-reversal; c) live supervision; d) reviewing audio and videotapes; e) direct suggestions and advice; f) leading groups with 2 or more supervisees; g) didactic experiences; h) microtraining.
Technical and direct intervention skills	is able to clarify his/her own role in supervision.
	is able to clarify the goals and direction of supervision.
Program management and supervision skills	can delegate responsibility.
	can conduct and coordinate staff development training.
Knowledge of program management and supervision	demonstrates knowledge of conflict resolution techniques.

The results fail to indicate a preference between a seminar course and a laboratory course as the proper setting for acquiring knowledge and competency in any of these six areas. There was strong agreement, however, that the requisite knowledge and skills should be clearly in evidence before an individual is allowed to supervise others, that those in training should regularly be evaluated using these factors as criteria, that they should regularly receive feedback about their performance in these areas, and that those with serious deficiencies should be required to obtain additional training or remedial work. There was strong agreement that evidence of these competencies should be included in a certification program. On the other hand, respondents were hesitant in recommending that serious deficiencies warranted dismissal from a supervisor training program.

If an approved supervisor program were to be established, applicants would be expected to have completed a master's plus 30 hours, an EdS or doctorate, would provide recommendation letters from instructors, practicum supervisors and employment supervisors. In addition, their supervision training would include a course or seminar in supervision, a supervision practicum and employment experience as a supervisor. A transcript showing successful completion of the following courses would also be necessary: legal and ethical issues in supervision; counseling practicum (two semesters); counseling theory (two semesters); counseling techniques (two semesters); multicultural counseling; life span development; consultation; theories of marriage and family therapy; standardized measures of ability, aptitude, interest and personality. The procedure would include a documents review and an examination.

The data allow for several pertinent conclusions:

ACES members' primary employment setting is a college or university; other settings include schools, mental health agencies, state departments of education, the military and private practice.

Most ACES members have at one time or are now engaged in supervision and approximately half have themselves completed a supervision training experience; however, relatively, few have taught a seminar or laboratory course.

Supervision, administration and management are the most frequently mentioned current activities of ACES members.

Differentiation between knowledge and skill clusters is quite distinct; that is, preferred supervisior behaviors have been identified and it is thus feasible to develop an examination and other evaluational processes for the purpose of establishing an 'approved supervisor' certification program.

Thus, ACES should immediately undertake the task of creating such a program. This effort should be made in cooperation with AMHCA because of this division's similar commitment to excellence in professional supervision. Because of the considerable logistical and financial requirements, the structure and mechanics of such a program should be developed in consultation with those responsible for the successful NBCC and CCMHC programs. When made operational the procedure should be conducted under the auspices of AACD.

The certification program should be more than a chain of letters, a paper trail. There should be provision for demonstration of current knowledge and skill and, in addition, such demonstration and certification should be accessible to those who are clearly competent to supervise but whose preparation could be described as non-conventional. Alternate paths might utilize Professional Development Institutes, in-service training conducted by colleges and universities, evidence of equal formal preparation, and the like.

The proposed certification would be voluntary, the purpose of which would be to demonstrate an individual's professional competence and, in the bargain, promote counseling supervision as a valuable, demonstrable professional specialty.

BEST COPY AVAILABLE

This report was also presented to the 1987-88 ACES Executive Council during the New Orleans Convention.

ACES' ATTITUDES: SUPERVISOR COMPETENCIES AND A NATIONAL CERTIFICATION PROGRAM

1987 AACD Convention
New Orleans

Presenters: Allan Dye, Purdue University and Kenneth Pride, Kent State University

Purpose: To provide membership a comprehensive list of specific knowledge and competency factors as developed by the ACES Supervision Interest Network

To determine the membership's attitudes regarding the following:

- Requisite conceptual skills and knowledge
- Requisite technical and direct intervention skills
- Requisite facilitative skills
- Requisite personal traits and qualities
- What documentation and procedures should be used in establishing a national certification program?

Instrument: Items from 1984-85 ACES Delphi Study

217 identified by David Brooks in Round 1

Pared to 88 by Zark Van Zandt in Round 2

Organized by Conceptual Skills and Knowledge, 27 items
Direct Intervention Skills, 30 items
Human Skills, 31 items

After breaking apart items with multiple components, then eliminating duplicate items, the organization was as follows:

Conceptual Skills and Knowledge
- Generic Skills, 18 items
- Program Management and Supervision, 8 items

Technical and Direct Intervention Skills
- Generic Skills, 14 items
- Program Management and Supervision, 19 items

Facilitating Skills, 21 items
Personal Traits and Qualities, 12 items

For each of these four categories, items were developed to assess the importance of these knowledge and skill factors and whether they are best acquired in either a seminar or laboratory context.

A trial administration was conducted with faculty and doctoral students with supervision experience at Purdue and Kent State University (PU, 4 faculty and 4 students; KSU, 3 faculty and 3 doctoral interns). This produced relatively minor but quite useful revisions of format and item language.

The instrument, cover letter, answer sheet and return envelope were printed, packaged and mailed to all ACES members (N=2924) on November 1, 1986 and Directors of IACS agencies (N=183) on December 10, 1986. Responses received prior to February 15, 1987 were included.

Total ACES response, 724 (24.7%)
Total IACS response, 62 (33.9%)
Usable ACES response, 658 (22.5%)
Usable IACS response, 62 (33.9%)
n used in analysis, 720 (all usable ACES and IACS responses)
Data were coded and subjected to various SPSS programs

Results and findings:

			Selected ACES Characteristics According to AACD Membership Files	
SEX	n	%	n	%
Male	430	59.7	1501	58.2
Female	273	37.9	1078	41.8
Missing	17	2.4		
EDUCATION				
BA/BS	4	.6	64	2.5
MA/MS	181	25.1	750	28.8
PhD/EdD	508	70.6	1677	64.4
Missing	27	3.7		
AGE				
20-29	23	3.2		
30-39	168	23.3		
40-49	216	30.0		
50-59	228	31.7		
60-69	56	7.8		
Missing	29	4.0		
EMPLOYMENT SETTING				
College/university	498	69.2	1510	59.9
State dept of education	16	2.2		
Public/private school	56	7.8	323	12.8
Mental health agency	51	7.1	347	13.4
Industry	4	.6		
Military	8	1.1		
Other (private practice)	65	9.0		

Currently or have previously devoted a major portion of time to teaching, training or supervising (presented in rank order)

	n	%
Practicum supervision	493	68.5
Supervision of counselors in a school	298	41.4
Training others to become supervisors	224	31.1
Supervision of counselors in a mental health agency	219	30.4
Teaching a class or seminar in supervision	163	22.6
Teaching a laboratory course in supervision methods	115	16.0

HAVE COMPLETED THESE TRAINING EXPERIENCES

A course/seminar in supervision	419	58.2
A practicum in supervision	369	51.2
A pre-practicum laboratory in supervision	303	42.1

Cross-tabulation (chi-square) analyses of demongraphic data revealed the following:

Women compared to men rated the folowing clusters of knowledge and skills as more important:
Conceptual Skills and Knowledge, generic skills
Conceptual Skills and Knowledge, program management/supervision
Technical and Direct Intervention Skills, generic skills
Technical and Direct Intervention Skills, program management/supervision
Personal Traits and Qualities

RELIABILITY

The instrument consisted of the following:

Section I Conceptual Skills and Knowledge
Scale 1, Generic Skills, 18 items (Content)
Scale 2, Program Management/Supervision, 8 items (Content)
Scale 3, importance and acquisition of items in Scales 1 and 2, 8 items

Section II Technical And Direct Intervention Skills
Scale 4, Generic Skills, 14 items (Content)
Scale 5, Program Management/Supervision, 19 items (Content)
Scale 6, importance and acquisition of items in Scales 4 and 5, 8 items

Section III Facilitating Skills
Scale 7, Facilitating Skills, 21 items (Content)
Scale 8, importance and acquisition of items in Scale 7, 8 items

Section IV Personal Traits and Qualities
Scale 9, Personal Traits and Qualities, 12 items (Content)
Scale 10, importance and acquisition of items in Scale 9, 9 items

Section V Requirements and Procedures for A Certification Program
Scale 11, 35 items in Section V.

Cronbach's Alpha statistic was employed:
Each of the 11 scales
The combined content scales (1, 2, 4, 5, 7, 9)
The combined importance and acquisition scales (3, 6, 8, 10, 11)
All 11 scales
Results: The Alpha levels were quite high in all these analyses, ranging from .69 to .94. Thus, each of the scales and combinations was reliable.
Factor analysis indicates that the instrument consists of a single major factor.

Time Allocation

	Supervision And Training		Administration/ Management		Counseling or Therapy		Didactic/Class-room Teaching		Consulting		Research	
	n	%	n	%	n	%	n	%	n	%	n	%
10 - 30%	378	52.5	222	30.9	220	30.6	184	25.5	233	32.3	229	31.8
31 - 50%	93	12.9	93	12.9	74	10.3	98	13.6	28	3.9	24	3.4
51 - 70%	43	5.9	88	12.2	84	11.7	77	10.7	12	1.7	5	.7
71 - 80%	5	.7	27	3.7	26	3.6	16	2.2	1	.1	2	.3
81 - 90%	2	.3	10	1.4	17	2.4	10	1.4	2	.3		
91 - 100%	2	.3	10	1.4	5	.7	6	.8			1	.1
None/missing	197	27.4	270	37.5	294	40.8	329	45.7	444	61.7	459	63.7

RESULTS

The survey is shown below in "reconstituted" form. Using mean scores where 5 = Vital and 1 = Minimal, the Scales (clusters of knowledge and skill items) and the items are presented in order of importance. Using confidence tests, the upper .05 level is indicated by a dotted line and the lower .05 level is indicated by a solid line. The following data are from a random sample (n = 77) of the total usable responses (N = 720).

Scale	Title	Mean
9	Personal Traits and Qualities	4.62
7	Facilitating skills	4.38
1	Conceptual Skills and Knowledge: Generic	4.21
4	Technical and Direct Intervention Skills: Generic	4.18
5	Program Management And Supervision Skills	3.81
2	Knowledge of Program Management And Supervision	3.62

The ranking of the specific knowledge and skill items within each scale was as follows:

Scale 9. Personal Traits and Qualities, 12 items

Item No.	Mean	Content
112	4.73	is committed to updating his/her own counseling and supervisory skills.
114	4.69	maintains open communication between supervisees and the supervisor.
110	4.68	is sensitive to individual differences.
116	4.64	recognizes own limits through self-evaluation and feedback from others.
108	4.56	is encouraging, optimistic and motivational.
111	4.56	is sensitive to supervisee's needs.
109	4.55	expects supervisees to own the consequences of their actions.
107	4.48	possesses a sense of humor.
106	4.45	is comfortable with the authority inherent in the role of supervisor.
113	4.35	recognizes that the ultimate goal of supervision is helping the client of the supervisee.
105	4.42	demonstrates a commitment to the role of supervisor.
115	4.08	monitors the "energy level" of supervisees to identify possible signs of counselor burnout in advance of possible crises.

NOTE: On this scale the upper .05 level exceeds the sampling distribution; thus, we cannot with confidence identify the most positively discriminating items but can say that the lower four items differ from the upper eight because of their lover means.

Scale 7. Facilitative Skills, 21 items

96	4.78	demonstrate and enforce ethical/professional standards.
95	4.68	model appropriate behaviors expected of supervisees.
82	4.65	create facilitative conditions (empathy, concreteness, respect, congruence, genuineness and immediacy).
83	4.58	establish a mutually trusting relationship with the supervisee.
90	4.51	elicit new alternatives from supervisee for identifying solutions, techniques, responses, etc.
91	4.51	demonstrate skill in the application of counseling techniques (both individual and group) that are appropriate for the work setting.

Item No.	Mean	Content
94	4.49	identify own strengths and weaknesses as a supervisor.
88	4.49	elicit supervisee perceptions of counseling dynamics.
78	4.43	deal with the supervisee from the perspective of consultant.
92	4.43	assist the supervisee in structuring his/her own self-supervision.
86	4.35	clarify supervisee's personal needs (behavior mannerisms, personal crises, appearance, etc.), as well as professional needs, which affect counseling.
81	4.33	integrate knowledge of supervision with own style of interpersonal relations.
87	4.30	elicit supervisee feelings during counseling or consultation sessions.
93	4.28	conduct self-evaluations as a means of modeling appropriate professional growth.
77	4.26	deal with the supervisee from the perspective of counselor.
89	4.23	elicit supervisee perceptions of counseling dynamics.
76	4.17	deal with the supervisee from the perspective of teacher.
79	4.11	deal with the supervisee from the perspective of evaluator.
80	4.11	describe his/her own pattern of dealing with interpersonal relations.
85	3.57	identify supervisee's professional and personal strengths, as well as weaknesses.
84	3.35	establish a therapeutic relationship when appropriate.
Scale 1.	Conceptual Skills and Knowledge: Generic	
8	4.66	counselor ethical practices.
6	4.65	appropriate supervisory interventions, including a) role-playing; b) role-reversal, c) live supervision; d) reviewing audio and videotapes; e) direct suggestions and advice; f) leading groups with 2 or more supervisees; g) didactic experiences; h) microtraining.
1	4.64	the methodology of supervision, including a) facilitative processes (consultation, counseling, education, or training and evaluation). b) basic approaches (psychoanalytic, behavioral, client-centered, integrative, systems, etc.)
10	4/36	his/her own personal theory of counseling.
9	4.35	various counseling theories.
11	4.35	his/her assumptions about human behavior.
13	4.29	the meaning of accountability and the supervisor's responsibility in promoting this condition.
5	4.22	the developmental nature of supervision.
18	4.20	legal considerations effecting counselor practice.
2	4.20	a definition or explanation of supervision.
12	4.12	models of supervision.
14	4.08	human growth and development.
4	4.05	the counselor's roles and functions in particular work settings.
7	3.99	credentialing standards for counselors.
17	3.96	resources and information to assist in addressing program goals and client needs.
15	3.90	motivation and needs theory.
16	3.84	learning theory.
3	3.78	the variety of settings in which counselor supervisors work.
Scale 4.	Technical And Direct Intervention Skills: Generic	
37	4.50	clarifying his/her own role in supervision.
36	4.47	clarifying the goals and direction of supervision.

Item No.	Mean	Content
39	4.42	identifying the learning needs of the supervisee.
38	4.37	explaining the procedures to be followed in the supervision function.
41	4.36	provide specific feedback about such performance as conceptualization, method and techniques, personalization, and other related duties.
43	4.25	negotiate mutual decisions regarding the needed direction of learning experiences for the supervisees.
40	4.24	determine the extent to which the supervisee has developed and applied his/her own personal theory of counseling.
35	4.24	stating the purposes of supervision.
42	4.17	implement a variety of supervisory interventions (see Conceptual Skills & Knowledge).
47	3.95	assist with the referral process, when appropriate.
45	3.89	develop evaluation procedures and instruments to determine program and supervisee goal attainment.
46	3.84	monitor the use of tests and test interpretations.
48	3.62	facilitate and monitor research to determine the effectiveness of programs, services and techniques.
44	3.24	use media aids for assisting with supervision.

Scale 5. Program Management And Supervision Skills, 19 items

67	4.19	delegate responsibility.
56	4.09	conduct and coordinate staff development training.
55	4.07	apply problem-solving techniques.
54	4.04	utilize decision-making techniques.
52	3.95	monitor the progress of program activities.
62	3.88	diagnose organizational problems.
53	3.87	monitor the progress of staff's responsibilities.
51	3.86	write goals and objectives.
63	3.86	employ systematic observation techniques.
66	3.75	establish consistent and quality hiring and affirmative action practices.
59	3.75	schedule tasks and develop timelines according to the needs of supervisees and the program.
61	3.65	monitor supervisee report-writing and record-keeping skills.
50	3.61	conduct a needs assessment.
60	3.58	maintain appropriate forms and records to assist with supervisory duties.
49	3.49	develop role descriptions for all staff positions.
64	3.49	plan and administer a budget.
58	3.49	employ group management strategies.
65	3.43	conduct follow-up studies and applied research.
57	3.32	implement management information systems.

Scale 2. Knowledge of Program Management And Supervision, 8 items

23	3.94	conflict resolution techniques.
24	3.75	leadership styles
19	3.70	his/her basic management theory.
21	3.64	decision-making theory.
20	3.55	various program development models.
22	3.55	organization development theory.
26	3.47	time-management techniques.
25	3.14	computerized information systems.

ACQUISITION AND IMPORTANCE: MEANS AND INTERPRETATIONS

	Scale 3 Conceptual Skills And Knowledge	Scale 6 Technical and Direct Intervention Skills	Scale 8 Facilitating Skills	Scale 10 Personal Traits And Qualities
These skills should be addressed in a seminar course	3.57 *low maybe	3.57 *low maybe	3.87 *low probably	3.84 probably
These skills should be addressed in a laboratory course	3.61 *low maybe	3.60 *low maybe	3.90 *low probably	3.84 probably
These skills should be clearly in evidence before an individual is allowed to supervise others.	3.82 probably	3.58 *low maybe	4.07 definitely	4.05 *high definitely
Supervisors in training should regularly be evaluated using these skills as criteria.	3.91 probably	3.87 probably	4.25 definitely	4.13 *high definitely
Supervisors in training should regularly receive feedback abour their performance in these areas from faculty or other supervisory personnel.	4.42 *high definitely	4.33 *high definitely	4.57 *high definitely	4.56 *high definitely
Those with serious deficiencies in these skill areas should be required to obtain additional training or remedial work.	3.79 probably	3.55 *low maybe	4.14 definitely	4.13 *high definitely
Serious deficiency in this skill or knowledge area warrants dismissal from a supervisor training program	3.42 *low doubtful	3.41 *low doubtful	3.69 *low maybe	3.62 *low maybe
Documentation or demonstration of these competencies should be included in a certification program.	4.08 *high definitely	3.86 probably	4.13 definitely	4.27 *high definitely
These characteristics cannot be taught; they are products of a life-long socialization process.	n/a	n/a	n/a	2.45 *low strongly disagree

*high - significantly high based on confidence test of scale means at .05 level
*low - significantly low based on confidence test of scale means at .05 level

CERTIFICATION RECOMMENDATIONS:
REQUIREMENTS, DOCUMENTS, PROCEDURES

Documentation:	$\bar{X}$	Interpretation
Transcript	4.66	Required
Reference letters from:		
Instructors	4.21	Required
Supervisees	3.62	Not required
Practicum Supervisor	4.31	Required
Employment Supervisor	4.19	Required
Completion of:		
Pre-practicum laboratory course in supervision	3.65	Not required
Supervision course/seminar	4.30	Required
Practicum in supervision	4.22	Required
Professional (employment) supervision experience	4.14	Required
Related Courses:		
Supervision/Counseling legal and ethical issues	4.34	Required
Counseling practicum		
1 semester	3.09	Not sufficient
2 semesters	3.53	Required
3 semesters or more	3.37	Not necessary
Counseling theory		
1 semester	3.25	Not sufficient
2 semesters or more	3.97	Required
Counseling techniques		
1 semester	3.20	Not sufficient
2 semesters or more	4.20	Required
Multicultural counseling	3.75	Required
Child Development	3.69	Required
Adolescent development	3.82	Required
Organizational development	3.49	Not required
Consultation	3.89	Required
Adult development	3.95	Required
Theories of marriage and family counseling/therapy	3.85	Required
Practicum in marriage and family counseling	3.49	Not required
Diagnostics and assessment:		
Standardized measures of ability, aptitude, interests, personality	4.27	Required
Projective measures	3.16	Not required
Individual intelligence tests	3.54	Not required
Graduate of a CACREP approved program.	2.78	Not required
Completion of:		
Master's degree	2.91	Not sufficient
Master's degree + 30 hours	3.30	Sufficient
Ph.D./Ed.D. degree	3.55	Sufficient
National examination		
Written	3.86	Required
Performance	3.65	Required
Oral	3.39	Not required

Limitations, Conclusions and Recommendations

Limitations

Response rate: representative?

Length

Scoring order: instrument vs. answer sheet

Duplication and mailing irregularities

Conclusions

Respondent characteristics similar to membership characteristics
Primary setting is college and university
Most ACES have supervised; few have taught a seminar or laboratory
Current professional activities, in order: supervision and training; administration and management; counseling/therapy; teaching; consulting; research
Approximately half of ACES members have themselves completed a supervision training experience
The instrument is highly reliable and consists of a single factor
Differentiation between knowledge and skill clusters is quite distinct and clusters are arranged in this order of importance:
- Personal traits and qualities
- Facilitating skills
- Conceptual skills and knowledge
- Technical and direct intervention skills
- Program management and supervision skills
- Knowledge of program management and supervision

There was a slight preference for laboratory training compared to seminar education
Supervisors in training should be evaluated in relation to both knowledge and skill and should regularly receive feedback in both areas
Deficiencies should be removed but respondents were reluctant to recommend dismissal
Requisite personal traits, skills and knowledge can be acquired; they are not a result of one's socialization
A certification procedure would utilize an examination and a documents review for evidence of the following:

Completion of an Ed.S., master's plus 30 or doctoral degree
Recommendations

Instructors	Supervision training
Practicum supervisors	Course/seminar
Employment supervisor	Practicum
	Employment experience

Courses

- Supervision/counseling legal and ethical issues
- Counseling practicum, two semesters
- Counseling theory, two semesters
- Counseling techniques, two semesters
- Multicultural counseling
- Child development
- Adolescent development
- Consultation
- Adult development
- Theories of marriage and family therapy
- Standardized measures of ability, aptitude, interests, personality

Recommendations

1. ACES should develop a National Certified Supervisor program.
2. Using the criteria previously identified, the structure and mechanics should be proposed after consulting with those knowledgeable about the NCC and CCMHC programs.
3. The certification would be voluntary, the purpose of which would be to demonstrate an individual's professional competence and accountability.
4. Effort should be undertaken immediately to identify appropriate content for a national examination. The examination would include such components as responsibilities, theories and models, methods and techniques, legal and ethical issues, conventional and special practices, research and the like.